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## **A. Background of the Study**

Reading is an important skill which has an important contribution to the success of learning language. It should be mastered by the students besides listening, speaking and writing. It is a medium for students to build communication with printed words. In relation to Nunan, (2003) "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning."

Reading is one of the language skills, that should be mastered properly by the students, because it is an essential factor that influences one's activity in communication. Reading needs comprehension to understand the context and get the new information of the texts. In accordance with Westwood, (2008) "comprehension is reading a text with full understanding draws on the reader's background experience, general knowledge, vocabulary, syntactical awareness and word identification skills.

Being able to read in English is very important as it is known that success in reading is the most necessary because it is a basic tool of education. For instance, a reader who understands what he has read can answer questions about it. It means that understanding something is the main goal of reading. In line with Macecca, (2003) said that to read, one must be able to visually distinguish, identify, recode and have a visual memory to comprehend and recreate the letters.

In order to accomplish students' needs toward reading, School Based Curriculum (SBC) provides reading as one of the skills in mastering English that must be taught and learned in schools. SMPN 18 Pekanbaru is one of the schools that also uses School Based Curriculum (SBC), the basic competence stated in this syllabus for the Eight grade the students were able to comprehend the meaning of the short functional texts and essay such as descriptive, recount and narrative on daily life context and access the knowledge". In this research, the researcher focuses on *narrative text*. The researcher used to know the students ability in reading comprehension. Based on the syllabus, the criteria of passing grade in learning English especially in reading skill is 75.

Based on preliminary study at the Eight Grade of State Junior High School 18 Pekanbaru in teaching and learning process, the teacher pointed one of the students to read a whole paragraph and followed by the others after they finished. The teacher asked the students to find the difficult words the reading text and the last they answer the question given that related to the textbook. From the description above, ideally the students at the Eight Grade of State Junior High School 18 Pekanbaru should be able to understand the narrative text well. However, the reality had shown that most of the students had poor understanding in reading, and moreover based on the interview and observation with the English teacher. The students' had problem with their reading comprehension especially to identify the main idea, generic structure, communicative purpose of narrative text, vocabulary, references, and specific information. It is indicated in some phenomena as follows:

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1. Some of the students were not able to identify the main idea of the texts
2. Some of the students were not able to identify the generic structure of narrative texts
3. Some of the students were not able to identify the communicative purpose of narrative texts
4. Some of the students were not able to identify the references of word of narrative texts
5. Some of the students were not able to identify meaning of words.

These phenomena could be seen from students' score in reading test. There were only 10 students' got score above the passing grade and the rest were got score below the passing grade. It means that only 10 students' passed the reading test and the rest were not.

In order to solve students' problem in reading comprehension on narrative text, the researcher used a strategy might help the students in reading comprehension namely SCAIT (Select, Complete, Accept, Infer, and Think) Strategy. According to Wiesendanger & Bader, (1992) this strategy helps students select important information in the text related to the lesson's objectives and enables them to develop higher-level thinking skills. SCAIT allows the reader to interact with the material, proceeding from the literal to the interpretive and then back to the literal.

Therefore, the researcher was interested in carried out a research entitled "**The Effect Of Using Scait (Select, Complete, Accept, Infer, And Think) Strategy**

## on Students' Reading Comprehension of Narrative Text at the Eight Grade of State Junior High School 18 Pekanbaru”.

### B. Problem

#### 1. Identification of the Problem

Based on the explanation on the background of the problem, the researcher identifies some problems as follows:

- a. What were the causes that the students were not able to identify main idea of the texts?
- b. What were the causes that the students were not not able to identify the generic structure of narrative texts?
- c. What were the causes that the students were not able to identify the communicative purpose of narrative texts?
- d. What were the causes that the students were not able to identify the references of word in narrative texts?
- e. What were the causes that the students were not able to identify meaning of words?

#### 2. Limitation of the Problem

Based on the identification of the problem stated above, the researcher limited the problem focuses on the students' reading comprehension in narrative text referring to identify main idea, identify the generic structure, the communicative purpose, vocabulary, references of word in narrative text, and the meaning of words.



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### 3. Formulation of the Problem

Based on limitations of the problem, the writer formulated the problem of the study as follows:

- a. How is the students' reading comprehension of narrative text, taught by using SCAIT (Select, Complete, Accept, Infer, And Think) Strategy at the Eight Grade of State Junior High School 18 Pekanbaru?
- b. How is the students' reading comprehension of narrative text, taught without using SCAIT (Select, Complete, Accept, Infer, And Think) Strategy at the Eight Grade of State Junior High School 18 Pekanbaru?
- c. Is there any significant effect of using SCAIT (Select, Complete, Accept, Infer, And Think) Strategy on students' reading comprehension of narrative text at the Eight Grade of State Junior High School 18 Pekanbaru?

### C. Objective and Significance of the Research

#### 1. Objective of the Research

- a. To know students' reading comprehension of narrative text, taught by using SCAIT (Select, Complete, Accept, Infer, And Think) strategy on reading comprehension of Narrative Text at the Eight Grade of State Junior High School 18 Pekanbaru.
- b. To know students' reading comprehension of narrative text, taught without using SCAIT (Select, Complete, Accept, Infer, And Think)

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strategy on reading comprehension of Narrative Text at the Eight Grade of State Junior High School 18 Pekanbaru.

- c. To know whether there is any significant effect of using SCAIT (Select, Complete, Accept, Infer, And Think) strategy on students' reading comprehension of Narrative Text at the Eight Grade of State Junior High School 18 Pekanbaru.

**2. Significance of the Research**

Related to the objective of the research, the significance of the research is as follows:

- a. This research finding is expected to support the theories related to the English education, in the terms of students' reading comprehension.
- b. These research findings are also hopefully, useful and valuable, especially for students and the teachers of English at State Junior High School 18 Pekanbaru to be consideration in their teaching and learning process in the future.
- c. These research is also expected to be the practical and theoretical information to the development of the theories in language teaching.

**D. Definition of Key Terms**

In order to avoid misunderstanding about the topic of the research, it is necessary to define the terms used, as follows:

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#### 1. Effect

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables. In this research, effect is defined as the result of teaching reading treated by using SCAIT strategy at the Eight Grade of State Junior High School 18 Pekanbaru.

#### 2. SCAIT (Select, Complete, Accept, Infer, And Think)Strategy

SCAIT helps students select important information in the text related to a lesson's objectives and helps them develop the ability to think at inferred and applied levels Wiesendanger & Bader (1992)

#### 3. Reading Comprehension

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types) (Klingner, et.al 2007). Patel & Jain (2008) also added that reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts. It means that reading comprehension is not a simple process. Readers need their prior knowledge about text and understanding components include in texts to build their comprehension. In this research, the writer will focus on reading comprehension of narrative text.

#### 4. Narrative Text

According to Richards & Schmidt (2010) narrative is written or oral account of a real or fictional story. They also mentioned that the purpose of

narrative is to tell a story or to entertain. Thus, narrative text is a text which tell a real or fictional story to entertain readers.

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